dance Create and Perform which in Unique and distinct Grades 3 Body/Mind aflect Class Learning Map Create and perform complex Create and perform dances using musical structures (ABA, musical structures) axial and locomotor dances Credite dances based on contrasting Dance Create sequences of locomotor steps Select music to reflect and accompany a dance and axial movement that integrate Creare and perform variations on unusual body part articulations Perform locomotor steps and axial movements with shape, rhythmical, spatial, and lunique and musical Creare and perform dances based on the trice of the standards of the stand Demonstrate increased body part Demonstrate warm ups and movement

Demonstrate warm ups and movement

Sequences that condition the body Derform dand using time in a qualitative accuracy nemonstrate increused bout actions articulation and joint actions Demonstrate warm-ups and movement Explore the joy of noving the body Denoustrate different note accents, rhythms, ferent note willes mane metric perceive Perceive # skills mastered refect duareness off centered and counter-balanced relationship to Greate original dances reflecting of create original culture Geore and anolyze spatial relationships Create 2 and 3 dimensional shapes . Create parther dances using Create odriginal dances reflecting world culture Charles of the state of the sta Create dances reflecting awareness of self in relationship to history or place school Bouce of the contract of the c context in which ballet and modern dance evolved Create line and focus in space dances grade Perform and understand PreK/ K-2 energy skills Create and perform dance using Create and perform a dance teacher based on qualities found in the natural world The Spiral Learning Map records Create a partner dance Space in a unique and incorporating two contrasting qualities the class's progress in Dance. 3rd (e.g. light and heavy) grade teachers begin highlighting Create movement quality themes inherent authentic way in visual images, objects, sound, and text. the "mile markers" nearest the Create dances of themes through abstraction quality center of the Spiral and 6th grade Reflecx perceive And te audities of movement teachers begin by highlighting the mile Energy markers already learned and begin leading students more toward the outside of the Spiral. The Rainbow Charts lay out lessons for the mile markers on the Spiral and therefore help each of the different grade level teachers find about where on the Spiral to locate their class and begin moving. For all grades, many mile markers will be revisited and practiced to develop, deepen, and broaden the class's skills and experiences.